DOCUMENT RESUME

ED 268 433 CG 018 992

TITLE	State Dropout Prevention Funds. Annual Report.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	Apr 86
NOTE	46p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Dropout Prevention; *Educational Finance; Financial Support; *Program Descriptions; *School District Spending; *State Aid; *State School District Relationship
IDENTIFIERS	*North Carolina

ABSTRACT

The purpose of this report is to identify the use of North Carolina's dropout prevention funds by local school systems and to define the types of services provided to students. Part I of the report contains a summary of funding by program type. A chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs. Part II contains charts which list the amount of funds obligated to date, the types of programs supported by the funds, and the numbers of students receiving services. Part III provides a summary of individual program types, including ojbectives, approaches, evaluation procedures, and implementation data. Information in this section was obtained from surveys completed by the state's 141 local school systems. The program types described include in-school suspension, job placement, alternative school, extended school day, high-risk counseling, academic remediation, transition programs, and other programs. The state dropout prevention funds annual report form is appended. (NB)

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STATE DROPOUT PREVENTION FUNDS

Annual Report

CG 018992

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STATE DROPOUT PREVENTION FUNDS

ANNUAL REPORT

Dropout Prevention Section
Division of Support Programs
Support Services Area
State Department of Public Instruction
Raleigh, North Carolina

April, 1986

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PREFACE

In 1985 the North Carolina General Assembly appropriated funds specifically for the development and expansion of dropout prevention programs in middle schools, junior high schools, and high schools. The language of the appropriations bill guaranteed that each local school system would receive, at a minimum, the cost of one full-time counselor position. The remaining funds would be allotted on the basis of average daily membership. The legislation further specified those priorities for the use of the funds: in-school suspension programs and identification and intervention programs for high-risk students.

In this first year of increased funding for dropout prevention services, local school systems have expanded existing programs and implemented many new ones, each designed to reduce the dropout rate. At this time, the success or failure of these programs cannot be documented, since many have been operating for only a brief period of time. Local schools, however, have established program goals, objectives, and evaluation procedures which will enable them to gather and provide student data on a periodic basis. It is anticipated that some indicators will be available by the end of the first full year of funding.

The following report is the first in a series of annual reports. It provides an overview of funding to local school systems, including an explanation of the use of funds and a description of the different types of dropout prevention programs operating in the North Carolina public schools.

Theodore R. Drain
Assistant State Superintendent
Support Services Area

EXECUTIVE SUMMARY

The purpose of this report is to identify the use of dropout prevention funds by local school systems and to define the types of services provided to students. The report includes three parts:

1. A Summary of Funding by Program Type - The chart lists the total amount of funds obligated from state dropout prevention and other program sources to operate the different types of programs.

2. LEA Profile of Funding and Services - The charts list the amount of state dropout funds allocated to each local education agency (LEA), the amount of funds obligated to date, the types of programs supported by the funds and the numbers of students receiving services.

3. Explanation of Dropout Prevention Programs - This part of the report provides a summary of individual program types, including objectives, approaches, evaluation procedures, and implementation data.

   Information included in the program summaries was compiled from the surveys completed by all of the state's 141 local school systems. The objectives, approaches and evaluation procedures listed are those most frequently reported.

   The program data includes both actual and approximate figures. The total funds obligated and the number of LEAs providing programs are actual figures. In some cases, the numbers of students served and staff employed are estimated because all respondents did not complete that section of the report.

A review of the data reveals:

- Of the $15,000,324 allocated, $14,748,958 has been obligated.
- A majority of the funds ($8,291,468) is being used to staff in-school suspension programs.
- The second largest amount ($3,849,182) is being used for high-risk counseling.
- Approximately 56,499 high-risk students have been served to date.
- Student groups served: students with discipline problems; students with multiple suspensions and expulsions; low achievers; economically and socially disadvantaged students; habitual absentees and truants; and students with low self-concepts.

All local education agencies have indicated an increase in the number and range of services to high-risk students. Although outcomes are not available at this time, some school systems are projecting a substantial reduction in their dropout rate by the 1987-88 school year. Subsequent studies will determine the success of this projection as well as the total effect these services are having on students and the entire school program.

PART I

SUMMARY OF FUNDING BY PROGRAM TYPE

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Summary

Total State Allocation $ 15,000,324.00 (1)

Program Type	State Dropout Funds	Total Other Funding Sources (3)	Program Budget Total
In-School Suspension	8,291,468	2,264,003	10,555,471
Job Placement Center	834,845	1,153,233	2,008,078
Alternative School	185,093	212,427	397,520
Extended School Day	163,468	1,307,454	1,470,922
High-risk Counseling	3,849,182	1,012,969	4,862,151
Academic Remediation	436,320	731,572	1,167,892
Transition	10,798	38,562	49,360
Other	977,784	379,382	1,357,166
TOTAL	14,748,958 (2)	7,099,602	21,848,560

(1) The amount includes the original 1985 General Assembly allocation of $13.7 million, plus an additional allocation of $1.3 million to compensate for salary increases.

(2) The total includes the amount of funds obligated to date; a balance of $251,366 is unobligated by LEAs.

(3) Other funding sources include: Community-Based Alternatives, Juvenile Justice Delinquency Prevention Act, Job Training Partnership Act Title II-A, and other local and federal funds.

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PART II

LEA PROFILE OF FUNDING AND SERVICES

STATE DROPOUT PREVENTION FUNDS ANNUAL REPORT
LEA PROGRAMS AND FUNDING

Code	LEA	ANNUAL HS 84-85 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIATION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP $ OBLIGATED
10	ALAMANCE	8.1	$142,823.00	$142,823.00								1,789	$142,823.00
11	Burlington	5.8	$95,279.00	$40,370.00				$41,165.00	$5,599.00			485	$87,134.00
20	ALEXANDER	6.3	$67,246.00					$67,246.00				550	$67,246.00
30	ALLEGHANY	5.3	$28,287.00	$28,287.00								40	$28,287.00
40	ANSON	8.0	$69,336.00	$38,200.00				$24,000.00			$7,136.00	132	$69,336.00
50	ASHE	7.8	$53,365.00		$11,178.00			$21,541.00			$20,646.00	99	$53,365.00
60	AVERY	7.6	$39,444.00	$6,628.00	$4,434.00			$25,912.00	$2,470.00			314	$39,444.00
70	BEAUFORT	5.4	$60,475.00								$60,475.00	110	$60,475.00
71	Washington	3.9	$52,104.00	$5,780.00	$13,757.00		$5,164.00	$22,417.00			$4,986.00	208	$52,104.00
80	BERTIE	7.1	$58,494.00					$58,494.00				520	$58,494.00
90	BLADEN	6.7	$84,288.00				$25,288.00	$44,000.00			$15,000.00	197	$84,288.00
100	BRUNSWICK	8.0	$115,062.00					$115,062.00					$115,062.00
110	BUNCOMBE	6.8	$299,026.00								$299,026.00	462	$299,026.00
111	Asheville	7.1	$66,622.00	$66,622.00								620	$66,622.00
120	BURKE	7.3	$172,607.00	$172,607.00									$172,607.00
130	CABARRUS	7.7	$168,780.00	$120,962.00				$10,647.00	$37,171.00			420	$168,780.00
132	Kannapolis	9.5	$62,972.00	$62,972.00								178	$62,972.00
140	CALDWELL	9.3	$174,560.00	$101,278.00				$73,124.00				109	$174,402.00
150	CAMDEN	7.6	$28,287.00					$28,287.00				20	$28,287.00
160	CARTERET	8.9	$103,678.00	$103,678.00								83	$103,678.00
170	CASWELL	7.5	$53,610.00	$22,000.00					$31,610.00			256	$53,610.00
180	CATAWBA	6.2	$175,022.00	$155,022.00	$20,000.00							688	$175,022.00
181	Hickory	9.5	$59,580.00								$59,580.00	70	$59,580.00
182	Newton	8.5	$40,041.00	$17,675.00	$6,570.00				$2,000.00		$13,796.00	205	$40,041.00
190	CHATHAM	6.1	$79,092.00	$43,500.00	$25,300.00			$10,292.00				70	$79,092.00
200	CHEROKEE	7.2	$50,950.00	$7,422.00				$34,480.00	$9,048.00			235	$50,950.00
210	CHOWAN	4.6	$32,918.00		$32,918.00							65	$32,918.00
220	CLAY	5.5	$28,287.00	$16,661.00				$11,626.00				108	$28,287.00
230	CLEVELAND	5.8	$117,057.00	$93,052.00				$8,238.00	$5,339.00		$10,428.00	1,536	$117,057.00
231	Kings Mt.	6.1	$57,097.00	$36,518.00	$9,633.00			$10,946.00					$57,097.00
232	Shelby	5.2	$50,638.00	$50,638.00								173	$50,638.00
240	COLUMBUS	7.2	$110,245.00		$110,245.00							342	$110,245.00
241	Whiteville	7.2	$37,056.00						$17,556.00		$19,500.00	85	$37,056.00
250	CRAVEN	8.7	$185,212.00	$125,835.00	$22,511.00			$36,866.00				469	$185,212.00
260	CUMBERLAND	5.6	$587,373.00	$587,373.00								1,636	$587,373.00
270	CURRITUCK	8.9	$30,407.00				$4,160.00	$26,247.00				151	$30,407.00

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Code	LEA	ANNUAL HS 84-85 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE. CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIATION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP $ OBLIGATED
280	DARE	5.6	$34,736.00					$7,707.00			$27,029.00	53	$34,736.00
290	DAVIDSON	5.8	$217,804.00	$174,741.00				$43,063.00				1,304	$217,804.00
291	Lexington	8.5	$45,971.00					$23,089.00	$22,882.00				$45,971.00
292	Thomasville	6.4	$35,482.00	$22,215.00				$13,267.00				173	$35,482.00
300	DAVIE	6.3	$65,767.00	$32,967.00	$17,036.00			$15,764.00				333	$65,767.00
310	DUPLIN	7.5	$112,023.00	$90,222.00	$21,801.00							824	$112,023.00
320	DURHAM	6.6	$227,098.00	$134,598.00							$92,500.00	1,667	$227,098.00
321	Durham	12.6	$117,097.00	$54,863.00	$16,015.00			$22,598.00	$23,621.00			796	$117,097.00
330	EDGECOMBE	8.4	$74,858.00	$19,429.00				$55,429.00				206	$74,858.00
331	Tarboro	7.8	$43,705.00	$11,997.00				$31,708.00				29	$43,705.00
340	FORSYTH	4.8	$534,401.00	$534,401.00								3,399	$534,401.00
350	FRANKLIN	7.2	$60,611.00	$60,611.00								188	$60,611.00
351	Franklinton	9.4	$28,287.00	$28,287.00								67	$28,287.00
360	GASTON	7.4	$437,561.00	$416,096.00			$8,290.00	$13,176.00				1,400	$437,562.00
370	GATES	8.3	$28,287.00		$24,759.00			$3,528.00				36	$28,287.00
380	GRAHAM	9.8	$28,287.00	$8,831.00				$19,456.00				138	$28,287.00
390	GRANVILLE	6.9	$91,792.00	$67,530.00				$24,262.00				620	$91,792.00
400	GREENE	9.2	$39,783.00					$7,067.00			$32,716.00	83	$39,783.00
410	GUILFORD	5.5	$323,056.00	$323,056.00								1,830	$323,056.00
411	Greensboro	5.3	$296,285.00	$209,367.00									$209,367.00
412	High Point	6.6	$117,477.00					$117,477.00				126	$117,477.00
420	HALIFAX	9.4	$93,067.00	$31,022.00				$31,022.00	$31,022.00			297	$93,066.00
421	Roanoke Rapids	7.8	$36,025.00	$32,067.00				$3,958.00				505	$36,025.00
422	Weldon	12.3	$28,287.00		$28,287.00							95	$28,287.00
430	HARNETT	7.2	$156,853.00	$68,150.00				$48,300.00			$40,403.00	1,450	$156,853.00
440	HAYWOOD	6.4	$110,598.00			$110,598.00						135	$110,598.00
450	HENDERSON	7.5	$118,780.00	$118,780.00								831	$118,780.00
451	Hendersonville	5.5	$28,287.00		$2,500.00			$17,787.00		$1,200.00	$6,800.00	250	$28,287.00
460	HERTFORD	9.6	$58,817.00		$26,265.00						$26,604.00	273	$52,869.00
470	HOKE	6.8	$67,653.00	$23,223.00	$11,000.00			$33,430.00				373	$67,653.00
480	HYDE	6.7	$28,287.00	$28,287.00								47	$28,287.00
490	IREDELL	7.9	$138,821.00	$40,245.00				$13,053.00				528	$53,298.00
491	Mooresville	9.0	$30,529.00	$10,959.00	$11,570.00							193	$30,529.00
492	Statesville	4.9	$46,337.00	$46,337.00								99	$46,337.00
500	JACKSON	6.6	$52,551.00	$10,771.00	$9,698.00			$10,468.00	$12,011.00	$9,598.00		40	$52,546.00
510	JOHNSTON	7.4	$198,672.00	$155,902.00	$14,378.00			$23,392.00				667	$193,672.00
520	JONES	8.1	$28,287.00	$10,705.00				$17,582.00				148	$28,287.00
530	LEE	5.7	$101,819.00	$88,799.00			$13,020.00					497	$101,819.00
540	LENOIR	6.5	$87,884.00	$87,884.00								627	$87,884.00
541	Kinston	7.2	$66,568.00	$48,013.00	$18,555.00							223	$66,568.00
550	LINCOLN	6.9	$119,404.00				$29,061.00	$90,343.00				166	$119,404.00
560	MACON	5.8	$49,010.00	$19,125.00				$8,577.00				73	$27,702.00
570	MADISON	9.5	$38,956.00					$30,199.00	$8,757.00			74	$38,956.00
580	MARTIN	5.0	$74,085.00	$11,850.00	$19,112.00			$43,116.00				203	$74,084.00

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590	MCDOWELL	7.9	$95,374.00	$71,897.00	$12,341.00	$1,177.00	$9,959.00					376	$95,374.00
600	MECKLENBURG	7.2	$979,968.00	$311,968.00				$668,000.00				1,800	$979,968.00
610	MITCHELL	7.9	$134,247.00	$3,430.00	$5,383.00			$119,810.00			$5,624.00	342	$134,247.00
620	MONTGOMERY	8.4	$58,277.00								$58,277.00	176	$58,277.00
630	MOORE	6.3	$120,245.00	$51,022.00	$18,384.00		$24,784.00		$26,055.00			284	$120,245.00
640	NASH	7.8	$148,088.00	$76,752.00	$17,834.00			$53,502.00				376	$148,088.00
641	Rocky Mt.	6.5	$79,742.00		$21,757.00			$39,226.00	$12,759.00		$6,000.00	153	$79,742.00
650	NEW HANOVER	7.7	$258,740.00	$258,740.00								872	$258,740.00
660	NORTHAMPTON	5.5	$58,929.00					$58,929.00					$58,929.00
670	ONSLOW	6.2	$213,760.00	$69,884.00			$20,991.00	$119,834.00				725	$210,709.00
680	ORANGE	7.9	$68,630.00	$68,630.00								532	$68,630.00
681	Chapel Hill	3.1	$73,230.00	$73,230.00								150	$73,230.00
690	PAMLICO	8.9	$28,860.00	$28,860.00									$28,860.00
700	PASQUOTANK	6.6	$69,471.00		$17,280.00			$52,191.00				56	$69,471.00
710	PENDER	9.4	$63,650.00	$14,654.00			$22,751.00	$26,245.00				414	$63,650.00
720	PERQUIMANS	7.7	$28,287.00		$28,287.00							36	$28,287.00
730	PERSON	6.1	$73,718.00	$56,322.00				$17,396.00				373	$73,718.00
740	PITT	7.2	$157,369.00					$83,707.00	$73,662.00			948	$157,369.00
741	Greenville	3.6	$69,024.00	$15,956.00		$12,626.00		$24,486.00	$15,956.00			240	$69,024.00
750	POLK	6.6	$28,287.00	$28,287.00								48	$28,287.00
751	Tryon	5.0	$28,287.00					$28,287.00				48	$28,287.00
760	RANDOLPH	9.4	$178,590.00	$116,107.00				$62,482.00				1,553	$178,589.00
761	Asheboro	7.1	$49,349.00	$26,125.00							$23,224.00	333	$49,349.00
770	RICHMOND	6.7	$123,475.00	$90,673.00	$13,437.00			$14,271.00				614	$118,381.00
780	ROBESON	8.7	$200,020.00	$198,190.00								728	$198,190.00
781	Fairmont	10.0	$31,167.00	$20,157.00				$11,010.00				13	$31,167.00
782	Lumberton	6.9	$59,173.00	$25,296.00				$33,877.00				209	$59,173.00
784	Red Springs	7.0	$28,287.00	$23,404.00	$1,000.00			$3,883.00				183	$28,287.00
785	St. Pauls	6.7	$28,287.00					$28,287.00					$28,287.00
790	ROCKINGHAM	11.5	$49,960.00					$49,960.00				136	$49,960.00
791	Eden	7.6	$58,454.00	$30,110.00				$7,232.00			$21,112.00	64	$58,454.00
792	W. Rockingham	6.6	$51,615.00	$35,342.00				$16,273.00				85	$51,615.00
793	Reidsville	8.4	$53,026.00	$33,026.00	$19,700.00						$300.00	400	$53,026.00
800	ROWAN	7.1	$183,964.00	$183,964.00								938	$183,964.00
801	Salisbury	7.4	$33,325.00			$21,057.00			$12,268.00			34	$33,325.00
810	RUTHERFORD	8.4	$142,457.00		$28,884.00	$16,635.00		$10,404.00	$86,534.00			734	$142,457.00
820	SAMPSON	7.1	$91,900.00	$91,900.00								406	$91,900.00
821	Clinton	4.7	$38,101.00	$28,756.00				$9,345.00				99	$38,101.00
830	SCOTLAND	10.6	$103,922.00					$103,922.00					$103,922.00
840	STANLY	7.1	$91,778.00					$91,778.00				194	$91,778.00
841	Albemarle	8.5	$28,287.00	$28,287.00								108	$28,287.00
850	STOKES	6.1	$90,504.00	$73,337.00	$17,247.00							39	$90,504.00
860	SURRY	6.6	$111,575.00	$109,575.00							$2,000.00	80	$111,575.00
861	Elkin	3.8	$28,287.00	$28,287.00								108	$28,287.00
862	Mt. Airy	6.0	$28,287.00					$28,287.00					$28,287.00

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Code LEA	ANNUAL HS 84-85 RATE (%)	TOTAL DOP FUNDS	IN-SCHOOL SUSPENSION	JOB PLACE. CENTER	ALTERNATE SCHOOL	EXTENDED DAY	HIGH-RISK COUNSELING	ACADEMIC REMEDIATION	TRANSITION	OTHER	# SERVED AS OF 1-15-86	TOTAL DOP $ OBLIGATED
870 SWAIN	9.5	$28,287.00					$28,287.00				133	$28,287.00
880 TRANSYLVANIA	8.8	$56,676.00	$25,026.00	$8,050.00	$23,000.00							$56,676.00
890 TYRRELL	5.6	$28,287.00	$5,042.00	$21,555.00							68	$26,597.00
900 UNION	8.9	$165,293.00	$165,293.00								731	$165,293.00
901 Monroe	9.0	$42,103.00	$14,853.00	$27,250.00							90	$42,103.00
910 VANCE	5.5	$104,207.00	$26,052.00	$26,052.00			$52,103.00				1,008	$104,207.00
920 WAKE	6.0	$777,551.00	$368,200.00				$352,218.00			$57,133.00	3,174	$777,551.00
930 WARREN	8.1	$42,931.00					$42,931.00				392	$42,931.00
940 WASHINGTON	4.3	$40,597.00		$40,597.00							93	$40,597.00
950 WATAUGA	6.6	$63,216.00		$22,000.00						$41,216.00		$63,216.00
960 WAYNE	4.5	$180,354.00	$180,354.00								930	$180,354.00
902 Goldsboro	7.5	$87,050.00	$42,490.00								126	$42,490.00
970 WILKES	8.1	$150,544.00	$36,466.00				$85,490.00			$26,273.00	994	$148,229.00
980 WILSON	6.4	$170,476.00					$170,476.00					$170,476.00
990 YADKIN	7.3	$67,843.00	$52,197.00				$15,645.00				370	$67,842.00
995 YANCEY	6.6	$37,775.00	$27,490.00	$10,285.00								$37,775.00
TOTALS		$15,000,324.00	$8,291,468.00	$834,845.00	$185,093.00	$163,468.00	$3,849,182.00	$436,320.00	$10,790.00	$977,784.00	56,499	$14,748,950.00

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PART III

EXPLANATION OF DROPOUT PREVENTION PROGRAMS

IN-SCHOOL SUSPENSION

Purpose: The in-school suspension program is designed for those students who need to be provided opportunities to develop the degree of self-discipline required to take advantage of the school's academic program. The program provides a practical alternative to out-of-school suspension and can be an important aspect to the school's overall approach to discipline.

Objectives: To reduce the number of "out-of-school" suspensions.

To identify causes of students' maladjustment with consequent referral for assistance to proper personnel and agencies.

To provide a learning and therapeutic environment within the school for students with problems which normally would lead to suspension.

Approach or Elements: Program placement determined by the school principal or his/her designee based on a suspendable offense or action on the part of a student.

Interaction among administrator, teacher, and counselor regarding resolution of student's behavior and adjustment problem.

Required continuation or make-up of academic work by the individual student with assistance from the teacher.

Evaluation Procedures: Compare numbers of failures, dropouts, and suspensions in school year 1984-85 with those in 1985-86.

Compare attendance, discipline referrals and grades for a randomly-selected group of students who have been assigned to in-school suspension.

IN-SCHOOL SUSPENSION PROGRAM DATA

Total Funds Obligated: $8,291,468

LEAs Providing Programs: 90

Students Served: 30,000

Group(s) Served:

- Discipline Problems
- Habitual Absentees/Truants
- Students with Multiple Suspensions/Expulsions
- Low Achievers
- Substance Abusers
- Students with Low Self-concept
- Economically/Socially Disadvantaged
- Students with Family History of Dropping Out
- Handicapped
- Pregnant School Girls

Staff Employed:

- 250 Full-time
- 50 Part-time

JOB PLACEMENT CENTERS

Purpose: Job placement centers are designed to address the individual needs of potential dropouts and actual school dropouts who are recruited back to school. The enrollees are those students most in need of program services. These would include students who are:

> frequently absent; truant; disruptive in school; functioning academically two or more grade levels below expectancy level; encountering home problems; having personal problems (drug abuse, alcohol, legal, etc.); and in need of pre-employment skills and/or employment.

Objectives: To identify and make available to students a total education-work experience program to include employment -- subsidized and unsubsidized; part- as well as full-time; and temporary.

To improve access to available academic, vocational and remedial in-school programs.

To facilitate access to out-of-school employment and training programs available to students.

Approach or Elements: Student involvement in work-experience programs.

Educational and work experience activities to aid and enhance students' transition from school into the labor market.

Development of support for individual educational and employability developmental plans.

Evaluation Procedures: Monitor student progress on Education Employability Development Plan (EEDP).

Hold follow-up conferences with teachers, parents, employers, and other agency personnel.

Collect data on the number of clients served and the number of clients in the market place.

JOB PLACEMENT CENTER PROGRAM DATA

Total Funds Obligated: $834,845

LEAs Providing Programs: 36

Students Served: 2,169

Group(s) Served:

- Economically/Socially Disadvantaged
- Low Achievers
- Habitual Absentees/Truants
- Students with Low Self-concept
- Discipline Problems
- Students with Family History of Dropping Out
- Handicapped
- Pregnant School Girls

Staff Employed:

- 47 Full-time
- 2 Part-time

ALTERNATIVE SCHOOL

Purpose: This program offers an alternative learning approach for high school, middle school and junior high school dropouts, potential dropouts, and students with behavioral problems. It is generally located in a setting of its own in an attempt to create an environment more conducive to learning for capable students who have demonstrated that they cannot make satisfactory progress in the traditional school setting or cannot return to the regular setting.

Objectives: To provide an isolated setting so that students may remain in school and on task even if they have been expelled from regular school attendance for the school year.

To help high-risk students re-enter the regular school program, graduate from the alternative school program and continue their education or enter the work force.

To redirect undesirable behavior; to reduce the disruptive behavior of students (as a symptom) and student dropouts (the problem).

Approach or Elements: Individualized or small-group instruction for identified students.

Strong guidance component.

Remedial instruction where academic deficiencies exist.

Reduction of student/teacher ratios and provision of flexible schedules to create a successful learning environment.

Evaluation Procedures: Compare and analyze results of teacher assessments and standardized tests to determine student progress.

Conduct follow-up surveys of students involved in the program.

Gather and analyze quarterly information on behavior, attendance, academic failures, school dropouts, suspensions and expulsions.

ALTERNATIVE SCHOOL PROGRAM DATA

Total Funds Obligated: $185,093

LEAs Providing Programs: 6

Students Served: 471

Group(s) Served:

- Low Achievers
- Habitual Absentees/Truants
- Students with Family History of Dropping Out
- Students with Low Self-concept
- Discipline Problems
- Students with Multiple Suspensions/Expulsions
- Pregnant School Girls
- Economically/Socially Disadvantaged
- Substance Abusers

Staff Employed:

- 14 Full-time
- 18 Part-time

EXTENDED SCHOOL DAY PROGRAM

Purpose: The extended school day program is an alternative education program. It is primarily designed to provide dropouts and potential dropouts ages 16-21 years of age with the opportunity to complete high school in an environment suitable for meeting their needs. The program emphasizes preparing students for the world of work upon completion of high school.

Objectives: To provide students with alternative means of completing requirements for high school graduation.

To enhance and reinforce the educational experience for those students who have experienced difficulty in the conventional school program.

To increase the number of students who graduate from high school.

Approach or Elements: Credits earned from successful employment.

Classes scheduled in late afternoon and evening to accommodate the working student.

Assistance provided in job placement.

Evaluation Procedures: Conduct periodic monitoring (Department of Public Instruction and the Division of Employment and Training).

Survey the number of dropouts registered in the program with focus on achievement level.

Focus on normal class evaluation, dropout rate and number of students successfully completing needed time and instruction.

EXTENDED DAY PROGRAM DATA

Total Funds Obligated: $163,048

LEAs Providing Programs: 8

Students Served: 671

Group(s) Served:

- Economically/Socially Disadvantaged
- Low Achievers
- Habitual Absentees/Truants
- Pregnant School Girls
- Discipline Problems
- Students with Family History of Dropping Out
- Students with Low Self-concept
- Students with Multiple Suspensions/Expulsions
- Handicapped

Staff Employed:

- 11 Full-time
- 36 Part-time

COUNSELING THE HIGH-RISK STUDENT

Purpose: Counseling services for high-risk students focus on early identification of students with potential problems and on early intervention techniques.

Objectives: To strengthen the students' self-esteem by providing sufficient experiences to enable students to see themselves as capable and worthwhile individuals no matter what their past experiences have been.

To assist in creating an instructional environment which will allow students to experience success and achievement, thus avoiding repeated failure.

To develop an awareness among school staff of problems facing high-risk students.

Approach or Elements: Early identification of high-risk students to determine plans for intervention.

Structured counseling (individual and group) and amelioration of problems that may inhibit success in school.

Staff development for school personnel to increase awareness of problems faced by high-risk students--for example, substance abuse, teenage pregnancy, behavioral problems and academic failure.

Evaluation Procedures: Compile data regarding number of students served by the program during the year utilizing a statistical breakdown by age, sex, race, and discipline referral.

Compile data regarding number of students who improved their behavior as documented on follow-up evaluation forms completed by teachers of students assigned to the high-risk counseling program.

Use principals' monthly reports of student accounting, counselor interview records, personal teacher and student interviews, and follow-up to determine program's positive effect on the dropout rate.

COUNSELING THE HIGH-RISK STUDENT PROGRAM DATA

Total Funds Obligated: $3,849,182

LEAs Providing Programs: 75

Students Served: 10,632

Group(s) Served:

- Low Achievers
- Habitual Absentees/Truants
- Discipline Problems
- Students with Low Self-concept
- Students with Family History of Dropping Out
- Economically/Socially Disadvantaged
- Students with Multiple Suspensions/Expulsions
- Handicapped
- Pregnant School Girls
- Substance Abusers

Staff Employed:

- 150 Full-time
- 25 Part-time

ACADEMIC REMEDIATION

Purpose: Academic remediation programs provide intensive remedial instruction for high-risk students. Specific goals include providing a comprehensive instructional program to keep high-risk students in school, identifying and correcting their learning deficiencies in the basic academic skills and providing an introduction to the world of work.

Objectives:

To provide a structured environment where meaningful learning can occur.

To identify high-risk students who will be subjected to intense individualized instruction.

To reduce the number of students failing the State Competency Test.

To reduce the number of students attending summer school.

To reduce the number of students failing math, science, and language arts.

Approach or Elements:

Diagnosis of academic weaknesses of individual students as related to the school curriculum.

Intense remediation on an individual basis.

Remedial labs in reading and/or math for high-risk students.

Remedial English teacher in each high school for students at risk.

Evaluation Procedures:

Compare pre- and post-program failure rates, test scores (math and English), and the number of students passing the competency test.

Collect data by way of a follow-up checklist between tutor and regular classroom teacher on conduct, attitude and classroom performance.

Review academic records of high-risk students each grading period; monitor attendance records of high-risk students.

ACADEMIC REMEDIATION PROGRAM DATA

Total Funds Obligated: $436,320

LEAs Providing Programs: 18

Students Served: 1,161

Group(s) Served:

- Low Achievers
- Habitual Absentees/Truants
- Students with Low Self-concept
- Economically/Socially Disadvantaged
- Students with Family History of Dropping Out
- Discipline Problems
- Pregnant Students
- Students with Multiple Suspensions/Expulsions
- Substance Abusers

Staff Employed:

- 25 Full-time
- 15 Part-time

TRANSITION PROGRAMS

Purpose: Transition programs provide coordination and linkage for existing special and supportive services to insure a successful move from school to work. To illustrate this concept, two current projects in operation are:

- Project "HELP" (Handicapped Employment Linkage Program).
- School-to-work Transition Project: training and services to students who desire to enter the full-time labor market upon graduation.

Objectives: Project HELP - To improve service delivery and job placement for handicapped students through vocational skills training and technical assistance.

School-to-work Transition Project - To provide occupational information and job search assistance to high school seniors and dropouts who desire employment upon graduation.

To provide follow-up services as soon as possible for seniors and dropouts upon leaving the program.

Approach or Elements: Involvement of parents in the design and implementation of a written, formal transition plan.

Involvement of special and vocational educators, the employment sector, parents, and students.

Restructuring of services among agencies to eliminate duplication and enhance employment training and placement programs.

Evaluation Procedures: Conduct follow-up interviews with those involved in program.

Observe pre- and post-behavior, social adjustment, and academic achievement.

Compare school attendance records; monitor improvement in student work habits.

TRANSITION PROGRAM DATA

Total Funds Obligated: $10,798

LEAs Providing Programs: 2

Students Served: 30

Group(s) Served:

- Economically/Socially Disadvantaged
- Handicapped
- Low Achievers
- Habitual Absentees/Truants

Staff Employed:

- 3 Full-time

OTHER PROGRAMS

Purpose: This category includes a wide range of programs:

- Alternative Classrooms
- Assistance to Pregnant Students
- Assistance to Single Parents
- Dropout Prevention Identification
- Parent Involvement
- Coordination and Liaison
- Visiting Teacher

Objectives: To identify, assess, and resolve difficulties which may interfere with a student's attendance, adjustment, and achievement in school.

To provide professional assistance to chronic absentees.

To reduce or limit the number of juvenile petitions.

Approach or Elements: Home visits by teacher counselors to provide instructional support; provision of transportation and any additional strategies that are parent/child centered.

Opportunities for success through counseling, tutoring, small group activities, parental contact, referrals to community resources and the implementation of an Individualized Education Plan (IEP) for high-risk students.

Evaluation Procedures: Review and update IEPs; compare pre- and post-progress data regarding grades during each grading period.

Observe student behavior and social interaction; monitor each student's individual academic progress.

Review quarterly reports submitted to collaborative committee and vocational director comparing status of program with stated objectives.

Collect data from student attitude survey to assess program usefulness.

OTHER PROGRAM DATA

Total Funds Obligated: $977,784

LEAs Providing Programs: 24

Students Served: 2,883

Group(s) Served:

- Habitual Absentees/Truants
- Economically/Socially Disadvantaged
- Students with Family History of Dropping Out
- Handicapped
- Students with Low Self-concept
- Discipline Problems
- Students with Multiple Suspensions/Expulsions
- Substance Abusers
- Pregnant School Girls

Staff Employed:

- 25 Full-time
- 10 Part-time

APPENDIX

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT

Instructions

Summary - Form DOP-1

1. LEA Information - Include the name, address and telephone number of the person on the central office staff who is responsible for coordinating dropout prevention services in the LEA. The form must be dated and signed by the superintendent.

2. Budget - Indicate the total state allocation received by the LEA and list the budget for those programs supported either in full or in part by these funds. Include also the total amount from other sources which is used to operate each of the programs (Individual program budgets are requested in item 9, Form DOP-2).

3. Planning Information - Items a through e have been included to assist our staff in securing information for planning and improvement of dropout prevention services. Please be as specific as possible in responding to these questions.

Program Description - Form DOP-2

Complete one copy of Form DOP-2 for each program supported in full or in part by the state dropout prevention funds. Make additional copies of Form DOP-2 as needed by your LEA. A program may cover one position or a number of positions providing the same service. Attach completed copies of Form DOP-2 to Form DOP-1 and submit as one report.

1. Program Type - Check the type of program to be described on the form. If the types listed do not accurately identify your program, specify the type under other.

2. Program Description - Briefly describe the program provided and state the goals, objectives, strategies and procedures for evaluation. Under progress indicators, provide any data available on the effect of the program on students. For example, actual reductions in suspensions, expulsions, absenteeism; improvement in grades or test scores, etc. Include additional pages if necessary.

3. Number of Students Served - In the first blank, list the actual number of students served from the beginning of the program during the current school year to January 15, 1986. This figure should be a cumulative, unduplicated count. In the second blank, include an estimate of the number to be served during the entire 1985-86 school term.

4. Target Group(s) - In this section, indicate the groups of students the program is designed to serve.

5. Identification/Selection Procedures - List the procedures used by your LEA to identify and select students for the program described. Such

procedures may include specific grade, test and attendance records or behavior problems; recommendations from teachers/principals, school committees, student service personnel, etc.

6. Location(s) - Name school(s) or other site(s) in which the program is located and the grade level(s) served.

7. Staffing - List the positions employed from state dropout prevention funds to staff the program (teacher, counselor, job placement specialist, etc.). Indicate also the number of positions, either full-time or part-time, and the type of certification required by the LEA.

8. Program Duration - Indicate the length of the program.

9. Program Budget - Indicate the amount of the state allocation designated for this program. List other funding sources and amounts which provide additional support. For example, vocational education, handicapped (state-aid, Title VI-B), Chapter 1, migrant, or JTPA.

Submission Requirements

Submit two copies of the total report by February 7, 1986, to:

Ms. Anne Bryan
Assistant Director for Dropout Prevention
Division of Support Programs
Department of Public Instruction
116 W. Edenton Street
Raleigh, North Carolina 27603-1712
Phone: (919) 733-6286

Form DOP-1

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Summary

1. LEA _____ Central Office Dropout Prevention Coordinator _____ Title _____
Address _____ Phone _____
_____
_____

Superintendent _____ Date _____
Signature

2. BUDGET for programs supported in full or in part by state dropout prevention funds. Attach a completed program description (FORM DOP-2) for each area listed below.

Total State Allocation $_____*

	Program Type	State Dropout Funds	Total Other Funding Sources	Program Budget Total
___	In-School Suspension			
___	Job Placement Center			
___	Alternative School			
___	Extended School Day			
___	High-risk Counseling			
___	Academic Remediation			
___	Transition			
___	Other, specify			
	_____			
	_____			
	TOTAL	_____*		

*Amounts should be the same.

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3. a. What types of services from the Department of Public Instruction would be most helpful to you in strengthening the quality of your dropout prevention services? Please check appropriate areas and provide specific recommendations.

_____ Program consultation

_____ Staff development in areas such as:

_____ Identification of model programs

_____ Development of resource materials

_____ Others, please be as specific as possible

b. In the existing program, are there problems (other than insufficient funding) which limit the provision of effective services? If so, please explain.

c. If additional funds were available for expansion of dropout prevention services, how would you anticipate using them? What is your most pressing need?

d. Has a dropout prevention task force or advisory group been appointed in your LEA or community? If so, what is the membership representation (school program personnel, service agencies, business and industrial groups, etc.)?

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LEA _____ FORM DOP-2

STATE DROPOUT PREVENTION FUNDS
ANNUAL REPORT
Program Description

1. Program Type

___ In-School Suspension	___ Extended School Day	___ Transition
___ Job Placement Center	___ High-Risk Counseling	___ Other, specify
___ Alternative School	___ Academic Remediation	_____
		_____

2. Program Description

Summary -

Goal -

Objectives -

Strategies -

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Evaluation Procedures -

Progress Indicators -

3. Number of Students Served

From Beginning of Program to January 15 _____(Actual)

From Beginning of Program to End of School Year _____ (Estimate)

4. Target Group(s)

___ Low Achievers

___ Economically/Socially Disadvantaged

___ Handicapped

___ Discipline Problems

___ Habitual Absentees/Truants

___ Students with Multiple Suspensions/ Expulsions

___ Substance Abusers

___ Students with Family History of Dropping Out

___ Students with Low Self-concept

___ Pregnant School Girls

___ Others, Specify _____

_____

5. Method of Identification/Selection

6. Location(s)

Site(s)	Grade Level(s)
_____	_____
_____	_____
_____	_____

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7. Staffing

Position Title	Number Full-time	Part-time	Certification Required By LEA
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

8. Program Duration

___ 9 months ___ 10 months ___ 12 months ___ Other, specify _____

9. Program Budget

a. Amount of state allocation $_____

b. Other funding sources and amounts

Source	Amount
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

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